

## Workshop 3: Trauma Informed Practices

Developed by Meath Partnership

### Short overview:

This three-hour training session introduces participants to the concept of trauma-informed practice, exploring how trauma affects learners and how to create supportive educational environments. It will cover different types of trauma, including individual, complex, and collective trauma, and their impacts on emotional, cognitive, and social behaviours. Through group discussions, case studies, and interactive activities, participants will gain practical tools to apply trauma-informed strategies in their teaching or learning settings. The session also emphasizes the importance of cultural sensitivity and the diverse experiences of trauma across different socio-economic and cultural groups.

### Learning Outcomes of the Session:

<b>By the end of the workshop practitioners will....</b>	<b>Define trauma</b> and identify its types (e.g., individual, complex, and collective trauma).
	<b>Recognise the signs and impacts of trauma</b> on learners, including behavioural and emotional cues.
	<b>Understand the core principles of trauma-informed practice</b> (safety, trust, empowerment, collaboration, cultural humility).
	<b>Apply practical trauma-informed strategies</b> to create supportive and safe learning environments.
	<b>Identify protective factors</b> that help buffer against the effects of trauma.
	<b>Reflect on their role as educators or practitioners</b> in supporting trauma-affected learners while maintaining professional boundaries.

Overview of the session:

<b>Description of the learning activities, including methods and instructions to the TRAINER</b>	<b>Timing (minutes)</b>	<b>Materials and resources (Including links)</b>
<p><u>The Introduction and check in Activity</u></p> <p>The facilitator will ask the participants to introduce themselves and share a recent small, positive personal or professional experience. This will help build rapport among participants. The facilitator will link this exercise to emotional safety, stressing the importance of building positive experiences in trauma-informed environments. The facilitator will also briefly outline the goals and structure of the session.</p>	<u>15 minutes</u>	Sign-in sheet Slides, projector
<p><u>Pre-assessment questionnaire</u></p> <p>At the beginning of the session, participants will complete a pre-assessment form to gauge their current understanding of trauma and trauma-informed practices.</p>	<u>10 minutes</u>	Google form
<p><u>Defining and recognising Trauma</u></p> <p>Using PowerPoint slides, the facilitator will define trauma, explain the three core components of trauma and explore different types of trauma (shock, interpersonal, collective trauma). Participants will discuss examples of traumatic events, such as natural disasters, violence, or grief, and how different individuals may respond based on their cultural and personal experiences. Participants will also learn about the visible and hidden impacts of trauma on emotional, physical, and mental health.</p>	<u>30 minutes</u>	Slides Case study handouts
<u>Activity: Case Studies on the Impact of Trauma on Learning</u>	<u>30 minutes</u>	

<p>Participants will be divided into three groups and will be given case studies about different trauma-affected individuals. These case studies will reflect different situations. Each group will identify the individual's response (such as, fight, flight or frozen) to Trauma. After group discussions, each group will present their findings to the bigger group for everyone to review, comment and conclude that how they would recognise signs of trauma.</p>		
<u>Break</u>	<u>15 minutes</u>	
<p><u>Principles of Trauma-Informed Practice</u></p> <p>The facilitator will explain the factors that help reduce the impact of trauma and emphasise the role of supportive relationships in healing. Later, facilitator will introduce the core principles of trauma-informed practice.</p> <p><b>Group Activity:</b></p> <p>Facilitator will divide the participants into three groups, provide each group with flip chart and each group will brainstorm the current strategies that they use apply a principle of trauma informed practice in their classrooms. Each group shares their ideas, providing practical examples of the principles.</p>	<u>10 minutes</u>	<p>Flip chart, markers</p> <p>Slides</p>
<p><u>Strategies of Trauma informed practice</u></p> <p>The After the flip chart activity, the facilitator will discuss different strategies based on the principles of trauma-informed practice. Participants will then be asked to revisit the strategies they wrote on the first flip chart and consider if they can think of any new strategies in light of the discussion and share</p>	<u>30 minutes</u>	<p>Flip chart, markers</p> <p>Slides</p>

challenges they've faced when trying to support resilience in trauma-affected learners.		
<p><u>Gallery Walk (A consolidating activity for Trauma informed practice)</u></p> <p>Groups will display their charts on the walls, each showcasing trauma-informed principles, proposed strategies for supporting trauma-affected learners and challenges.</p> <p>Participants will move around the room, examine the all the flip charts. While reviewing, they will use sticky notes to provide feedback, share additional ideas, or highlight solutions to the written challenges in implementing the suggested strategies.</p> <p>Each group will return to their chart, review the feedback left by their peers, and reflect on the insights offered. They will then present their flip chart with everyone, discussing what they learned from the feedback.</p>	<u>15 minutes</u>	Flip charts, markers, sticky notes
<p><u>Retraumatisation</u></p> <p>The facilitator will explain the concept of retraumatisation, highlighting how individuals can be re-exposed to elements of their past trauma through certain interactions, environments, or practices. Retraumatisation often occurs unintentionally, such as through unpredictable behaviours, unsafe environments, or insensitive communication. The facilitator will emphasise the importance of recognising potential triggers in educational settings and encourage participants to adopt trauma-informed strategies that prioritise safety, trust, and predictability. By understanding and addressing retraumatisation, educators can create a more supportive and healing-</p>	<u>5 mins</u>	Slides

focused environment for learners.		
<p><u>Closing activity:</u></p> <p>The post-assessment will be conducted at the end of the session to evaluate participants' learning and confidence in applying trauma-informed practices. It will help determine how well they understood the material and how ready they feel to implement these strategies in their professional environments. Following the assessment, there will be a Q&amp;A session where participants can ask further questions, seek clarification on any concepts, or discuss challenges they foresee in applying trauma-informed strategies.</p>	<u>10 minutes</u>	Google form

Additional resources for the trainer to explore:

#### Trauma and the Brain

- [Understanding Trauma: Learning Brain vs Survival Brain](#)
- [Stress, Trauma, and the Brain: Insights for Educators--The Neurosequential Model](#)

#### Specific to Adult Learners and Workforce Development:

- [Trauma Impacts Adult Learners, Here's How](#)
- [A Trauma-Informed Approach to the Workforce: An Introductory Guide for Employers and Workforce Development Organizations](#)
- [Reducing Stress and Promoting Mental Health in the ABE/ESOL Classroom](#)

#### Practical tips and strategies

- [Tips for Teachers During Times of Trauma](#)

- [Trauma and Learning: Impacts and Strategies for Adult Classroom Success](#)
- [Trauma-Sensitive Schools Training Package](#)
- [Trauma-Informed Educational Checklist](#)
- [Trauma-Informed Teaching Advising and Learning Resource Packet](#)